DOCUMENT RESUME

ED 308 535 CS 211 953

AUTHOR Dodd, Julie E.; And Others
TITLE Work Expectations in Journalism as an Educational Concern.
PUB DATE Aug 89
NOTE 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Career Choice; *College Students; Higher Education; *Journalism; Journalism Education; Questionnaires; *Student Attitudes; Undergraduate Students
IDENTIFIERS *Job Expectations; Journalism Research; Student Surveys

ABSTRACT

Using a modified version of a survey developed for journalism professionals by the American Society of Newspaper Editors, a study surveyed students enrolled in an introductory mass communication writing course at a large public university. A total of 265 usable surveys were completed. The survey included open-ended questions about job expectations, reasons for selecting communications as a career, and experiences on high school publications. A major purpose in conducting the survey was to develop a questionnaire that could be used to collect information for a longitudinal study, beginning with high school journalism students and following them through college and into careers in journalism. Results indicated that survey responses of professional journalists are more similar to those of journalism students than to those of communications students in general. Findings also revealed that college students were capable of responding to questions and making some evaluative judgments about the nature of work in communications. (Two tables of data are included, and 28 references are attached.) (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED308535

WORK EXPECTATIONS IN JOURNALISM AS AN EDUCATIONAL CONCERN

by

Julie E. Dodd
Leonard Tipton
Randall S. Sumpter

College of Journalism and Communications

University of Florida

A paper submitted for presentation at the annual convention of the Association for Education in Journalism and Mass Communication, Secondary Education Division, Washington, D.C., August, 1989.

CS211953

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Julie E. Dodd
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

WORK EXPECTATIONS IN JOURNALISM AS AN

EDUCATIONAL CONCERN

ABSTRACT

Students in a mass communications course at the University of Florida were given a modified version of the survey developed for professional by the American Society of Newspaper Editors. The survey asked questions about job expectations, reasons for selecting communications as a career, and experiences on high school publications.

A major purpose in conducting the survey of the students was to develop a questionnaire that can be used to collect information over a long term, beginning with high school journalism students and following them through college and into careers in journalism.

WORK EXPECTATIONS IN JOURNALISM AS AN EDUCATIONAL CONCERN

INTRODUCTION

An on-going problem in any industry, including journalism, is worker retention and morale. An extensive research literature has developed around the problem. For the most part, the research itself as well as the management theories and principles derived from it have concerned non-professional work. Perhaps because of the on-going debate over whether journalism is best viewed as craft or profession, relatively little of it has looked at journalism jobs specifically, with mixed results. Stone (1987) noted that "... studies have also shown that the management tools can't be applied easily to the newsroom workplace, due in part to the uniqueness of the newsroom work environment and journalistic personnel" (p. 91).

A minor theme in the traditional or mainstream job satisfaction literature has been to look at job satisfaction as kind of a "difference score" between the idealized expectations and the practical realities of a particular job. Yet much of the journalism-specific studies have implicitly dealt with idealized expectations only, often under the rubric of professional values. Little work has been done until very recently about how those expectations are set.

The tentative research assumption guiding this paper is that job satisfaction in journalism is rooted in expectations about the nature of journalistic work and that those expectations are formed and shaped early in the process of journalism education.

The initial research questions, then, have to do with what those expectations are, when and how they are acquired, and how student attitudes compare with judgments and perceptions of working journalists.

LITERATURE REVIEW

The literature review that follows begins first with studies based on theories of motivation that have been applied to journalists followed by studies of working journalists, college journalism students, and high school journalism students.

Motivational Approaches

Much of the research on work attitudes and expectations, especially that oriented toward journalism, is relatively atheoretic. One exception is research stemming from the work of Frederick Herzberg, especially his Motivation to Work (1959) and Work and the Nature of Man (1966).

Although he does not use these terms, a convenient way of approaching Herzberg's "motivation hygiene" theory for our purposes is to treat his two-fold distinction of the nature of work as an approach and avoidance formulation. The approach factors are those generally treated under personal growth opportunities. Herzberg argued that these are usually associated with the task itself. The avoidance factors are those generally associated not with tasks but with the setting in which the tasks are carried out. The Herzberg distinctions have been found in earlier research with both students and working journalists.

Citing Burgoon, Burgoon and Atkin (1982), Stone noted that "although journalists complain about their jobs and the related

stress, they love their work--a research finding that has been replicated with virtually every study on journalists' job satisfaction" (1987, p. 97). Shaver (1972) surveyed 404 news-editorial and advertising graduates of seven universities in a test of Herzberg's formulations. As the theory predicts, Shaver found (task) factors of responsibility, achievement and recognition contributing to job satisfaction; (setting) factors such as company policy and even salary contributed to job dissatisfaction. Contrary to the theoretical framework, he found several factors balanced as to direction and at least one--interpersonal relations with peers--running strongly counter. The theory predicted that interpersonal relations with peers would contribute more to job dissatisfaction; instead it was related to job satisfaction. Shaver singled out the "possibility of growth" as an overwhelming factor, "probably because journalism graduates are conscious of and conscientious about professionalism" (p. 57).

Shaver's conclusions addressed directly job satisfaction as a neglected concern for journalism education:

> Journalism educators need to assess how well they are preparing students for the realities of the news-editorial and advertising jobs they may someday have. A large amount of attention is devoted to the processes involved in putting out a paper or putting together an advertising campaign, but this study leads one to speculate whether students are being prepared for the other realities of the job....If journalism graduates went into their first jobs aware of the reactions many people have to their own first jobs, the journalism graduates might be less likely to become quickly disenchanted and to change jobs (p. 61).

Barrett (1984) used the terms "intrinsic" and "extrinsic" in her operationalization of Herzberg's task and setting to study

job satisfaction among 239 newspaperwomen and found both components related to overall job satisfaction. Intrinsic aspects were noted to be slightly more important in evaluating criteria for a possible next job.

Another motivational perspective that has been applied to journalists is David McLelland and The Achieving Society (1961). McLelland posited three basic needs related to work: achievement, affiliation and power. Achievement is generally related to performance against some standard of excellence. Affiliation is generally related to social and interpersonal factors like friendship and belonging. Power is generally related to control over others, either through direct supervision or broader influence. Much of the research stemming from this school of thought has concerned categorizing various occupations and professions according to which of those needs seems to predominant in the work and its practitioners.

Chusmir (1982) categorized journalism as a power occupation. In his literature review and analysis of broad occupational tasks, he found only one study linking journalism with any motivation, and that was power (Winter, 1973). He used a rather complicated digital code that categorized jobs by the nature of specific tasks dealing with data, people or things. In differentiating newsroom tasks, Chusmir typed management or editor positions as being the most power-based. Reporting tasks were typed as being relatively equal in power and achievement needs.

A later study (Sohn and Chusmir, 1985) used a combination of questionnaire, essay writing and McLelland's Thematic Apperception Test with participants in a state press association

meeting to explore the motivational needs of newspaper managers. Their criterion variables were job satisfaction (using a standard four-item battery) and job commitment (using another six-item battery). The study failed to identify significant relationships between motivational needs and either satisfaction or commitment.

Stanford University's Job Satisfaction Instrument (JSI)

One of the earliest academic efforts at developing a measure of job satisfaction from a strictly journalistic standpoint began at Stanford University in the late 1950s. Samuelson (1962) presented a detailed description of the methodological development of the instrument. The project was explicitly concerned with "setting" factors under management control rather than "psychological or sociological abstractions (such as motivation or relative deprivation)" (p. 286).

The instrument was developed over a period of years, beginning with 15 items culled from writing and research about the work of journalism. Gutmann analysis indicated that two items did not scale (relationship with the public and working conditions). These 13 did: salary equity, status distribution (promotions), job status rank (measured by perception of public prestige), management's or supervisor's attitude, opportunity for self-expression, service to society, constraint (measured by this question: "Does your supervisor treat you like a child by spelling out every assignment?"), job future, profession future, newspaper quality, congruence of values ("Do you feel in harmony with the attitudes of the newspaper?") job security, and salary. Factor

analysis and demographic comparisons indicated face validity for the instrument.

National Sample Studies

Data for what is arguably the landmark study of journalists and their work was gathered during the fall of 1971 and subsequently appeared as The News People (Johnstone, Slawski and Bowman, 1976). The volume analyzed the demographics, training, career paths and professional standards of 1,313 working journalists. Of central interest to the current study was the investigation of what the authors termed the "more mundane matters ... (of) the nature of rewards ... (and) the elusive question of job satisfaction" (p. 16).

The study used career commitment and overall job satisfaction as criterion variables, using questions modeled after the NORC national surveys ("Do you hope to be working for the same organization five years from now, or would you prefer to be working somewhere else by then? All things considered, how satisfied are you with your present job -- would you say very satisfied, fairly satisfied, somewhat dissatisfied, or very dissatisfied?"). The two measures were highly associated. The volume's analysis of the former looked primarily at demographic and organizational correlates; the latter with work attitude correlates as well.

Among the major findings were that standards of journalistic excellence was a critical factor in job satisfaction; to a lesser extent so were freedom and autonomy. More tangible rewards and benefits were "by no means irrelevant to morale" (p. 150). Satisfaction was generally higher for those who espoused

objectivity more than advocacy, for women and for the less educated. The authors noted that "it is newsmen who come to the media with the strongest educational background who are the ones most likely to become disenchanted with what they find there" (p 152).

When Weaver and Wilhoit (1986) replicated and extended the Johnstone approach, they reported that professional pride in excellence ("esteem for the organization's performance") and freedom and autonomy remained the most important components in job satisfaction. They included a third factor -- frequent communication with supervisors. They singled out the most important change as being the increased importance of job security. A secondary analysis of that data (Bergen and Weaver, 1988) found those patterns held, regardless of newspaper size.

Weaver and Wilhoit presented a more complex picture of the impact of educational background than did Johnstone. They found education unrelated to how journalists rate various job attributes. In relation to job satisfaction, they reported only that older journalists who had been journalism majors appeared to be more satisfied. In terms of trend, Weaver and Wilhoit did indeed find, as Johnstone had anticipated, a trend toward less educational diversity among the journalistic work force, with increasing numbers of college graduates, particularly journalism majors. But they did not find that that necessarily means less diversity in professional orientations.

In a secondary analysis of the Johnstone data, Becker, Sobowale and Cobbey (1979) controlled statistically for several factors and found background and training to have little

independent impact on their criterion variable, commitment to journalism. They noted, however, that the scope of educational questions in the data set was limited. "More detailed questions about the educational experiences of the reporters might well have boosted the impact of this type of variable" (p. 763).

Studies of Collegiate Journalism Education

In their landmark study, Johnstone et al noted that studies of the training and careers of journalists are rare. They found a wide diversity in educational backgrounds of their sample. Although their model respondent had had formal journalism training, it was by no means typical. As noted earlier, they predicted the trend noted by Weaver and Wilhoit toward a higher concentration of journalism majors in the newsroom work force. Weaver and Wilhoit included a brief history of journalism education in their book, as well as a section on recent developments drawn from the monitoring of graduates done originally by Paul Peterson of the University of Minnesota and now taken over by Lee Becker of Ohio State University.

A more extensive perspective on history and current practices can be found in Becker et al, The Training and Hiring of Journalists (1987). The study tracked journalism majors at three schools--Ohio State, Ohio Wesleyan and the University of Kentucky.

The study asked both the time and reasons for a decision to major in journalism. About a third decided in high school and another third during the sophomore year in college. Among a list of six reasons for entering journalism, a statement that "journalism is exciting" was the most endorsed, especially for

those who decided in high school. "Opportunities to write" was the only other item identified by a majority. Almost half also said "interest in public affairs" was a major reason. Less often identified as major reasons were reputation of the program, good fall-back major, flexibility of curriculum, and jobs open in journalism.

A major thrust of the project was how professional values are developed. The authors noted that compared to other fields, little study has been done of socialization to journalism. Student respondents were presented with eight job evaluation criteria--four aimed at professional orientation and four at job or security orientation. Another 10-item battery assessed journalistic ethical values. In general, the study concluded that background factors like sex, race and reasons for choosing journalism are more strongly related to professionalism and ethics than college educational experiences. Curiously, university experiences seemed more related to job security orientation.

The project also asked seniors some relatively prosaic questions about what their first job would be like--what their salary would be, what their work schedule would be like, how much they would be expected to produce, how much feedback and editing they would get, how much autonomy in assignments and how much influence on the audience. Those questions were repeated a year into the first job. Students had over estimated their starting salary and the amount of feedback and editing they would get. The other items showed a relatively close fit between expectations and first job perceptions.

Published studies of journalism students' attitudes and expectations about their chosen careers are relatively rare. One such study was conducted about 15 years ago of news-editorial and advertising majors at the University of North Carolina (Bowers, 1974). The study indicated that about half anticipated actually going to work in the field, and only about a third anticipated staying as long as five years. A six-item battery asking students to compare journalism with other potential careers indicated that journalism was rated higher as being interesting and useful to society, lowest in terms of financial reward, mid-range in terms of job opportunities, community prestige and impact on family life.

In reviewing that and other studies, Tipton, Lowenstein and Carson (1986) identified in rough rank these factors related to an interest in journalism: interest in writing, interest in public affairs, prestige and social value of the profession, early experiences (particularly in high school) and perceived salary and job opportunities. That study was concerned primarily with black recruitment and noted that opportunities for public service may be of particular interest to black students.

A recent replication of the Bowers study was conducted with advertising students at Texas Tech (Schweitzer, 1988). Findings included:

In comparison to other jobs, the students said that advertising was more interesting, challenging, had opportunity for advance, was useful to society, had prestige and good pay.

Reasons for selecting advertising as a career included: interesting work, opportunity for advancement, challenging, make money, prestige and usefulness to society.

Relatively few had any direct experience; a third had worked on high school publications; more than half had had a previous major, with a third having first planned to major in business.

Studies of High School Journalists

Unlike the systematic collection of information about college communications graduates conducted by the Dow Jones Newspaper Fund, Inc., Paul Peterson and Lee Becker, the collection of information about high school journalists and their career plans has been spotty.

In the late 1950s and early 1960s, several studies attempted to determine whether high school students intended to pursue careers in journalism (Kimball and Lubell, 1960; Lubell, 1959; Weigle, 1957), how they evaluated journalism as a career option (Fosdick and Greenberg, 1961; Kimball and Lubell, 1960), how they made their career decisions (Cranford, 1960), and when they had made their career decisions (Cranford, 1960; Kimball and Lubell, 1960).

Lubell conducted a survey of 1,089 high school student who attended the 1958 Columbia Scholastic Press Association Convention. He found that 29 percent of the students said that they intended to pursue some form of journalism or writing as a career.

The following year Kimball and Lubell surveyed 1,500 high school students attending scholastic press conventions. They found that 21 percent of the students said that they intended to make journalism a lifetime career. Journalism ranked as first choice of

careers of the males (20 percent) and was the second choice of females (22 percent), following teaching (31 percent).

However, a study conducted before the Lubell and Kimball and Lubell studies found a much lower number of students planning to go into journalism as a career. Interviews with college freshmen who had edited their high school papers indicated that only 10 percent might go into professional journalism work (Weigle, 1957).

Two studies conducted more recently (JEA Commission Report, 1987; Koziol, 1981) provide widely conflicting figures of how many high school journalism students plan to pursue a career in journalism. In surveys conducted of 425 high school journalism students during 1979 and 1980, Koziol found that over 70 percent of the students chose some form of journalism as a career (p. 12).

The landmark study of high school journalism students, conducted jointly by the Journalism Education Association Commission on the Role of Journalism in Secondary Education and the American College Testing Program (1987), came up with a much different number. Of those students who had been on a high school newspaper or yearbook, 10.33 percent said that they planned to enter professions in communications. This finding was more in line with Weigel's finding 30 years before.

The ACT study, based on 19,249 students, found that although communications was fourth (with 10.33 percent) in terms of career choices of former high school publication staff members, communications wasn't even in the top eight choices of non-publication students (with 2.55 percent).

The results of the ACT study indicate that working on a high school publication does make a student much more likely to consider pursuing a career in communications.

That finding is borne out by the results of a survey of members of the American Society of Newspaper Editors Committee on Education (JEA Commission Report, 1987). Of the 52 editors who responded to the questionnaire, 70 percent noted that they had been influenced in a career choice by a high school journalism experience. "Statements indicate that high school is the place where journalism interests were developed into future careers" (p. 47).

In a study of students in beginning classes in journalism at the University of Nebraska, Cranford (1960) found that 36 percent of the male students and 43 percent of the female students indicated that they first became interested in journalism prior to their senior year in high school. Cranford stated that colleges and members of the professional press could not wait until students were high school seniors--or college students--to introduce students to the possibility of journalism as a career.

Of the students in the survey, the largest number indicated that their decision for selecting journalism as a career choice was based on liking their high school journalism experience. Thirty-six percent of the men and 33 percent of the women said that they were influenced toward journalism primarily by their work on the school newspaper. In addition, 25 percent of the men and 26 percent of the women said that their teachers' encouragement was the primary influence in their decision to go into a career in journalism.

Kimball and Lubell (1960) also found that high school students had begun forming decisions about their career. In their study of 1,500 high school publication students, 99 percent were already talking in terms of some specific life work. In a study of college editors and graduate students, Kimball and Lubell (1960) found that nearly half of the students said that they had made up their minds on their current career plans before they left high school. An additional 25 percent said that they had settled on their future occupation prior to their junior year in college. The authors concluded, "These figures underline the importance of impressions about journalism gained by students during their pre-college years. Such impressions unquestionably influence the supply and calibre of talent going into journalism later on" (p. 415).

Several of the earlier studies of high school journalism students (Fosdick and Greenberg, 1961; Kimball and Lubell, 1960; Lubell, 1959) and Koziol's study (1981) asked students to indicate their reasons for selecting journalism as a career and to rank journalism in comparison to other careers.

Lubell (1959) asked high school students to rank journalism (on a three-point scale) in terms of: interest, usefulness, prestige, family life, and financial rewards. Both those students who planned to go into journalism and those who did not ranked journalism high in terms of interest and usefulness. But the overwhelming majority of the students regard journalism as a low-paying profession, lacking in prestige and not conducive to good family life. Lubell concluded that those students who plan to go into journalism "do so despite these drawbacks and because they

feel it is stimulating and even 'exciting' work and useful to society" (p. 199).

In ranking nine occupations, students ranked Journalist as second in interest, seventh in financial rewards, eighth in family life, seventh in prestige and fifth in usefulness to society.

Kimball and Lubell (1960) asked high school journalism students--that as a group had selected journalism as the top career choice (21 percent)--to rate 11 potential occupations according to their prospects for: interest of work, usefulness to society, financial reward, economic security, family, and prestige in the community. The authors noted that the students' selection of journalism as a top career choice was a contradiction to the students' actual rating of journalism as a career.

> Journalism, despite its top place as a future career choice among these teenagers, finished first in only one category--'interest of the work.' A clear majority (69 percent) also rated it 'high' in 'usefulness to society.' These qualities apparently, more than made up for journalism's poor rankings in prestige (7th), financial reward (8th), family life (9th) and economic security (11th) (p. 415).

Their findings support the job satisfaction literature that finds that job satisfiers are distinct from job dissatisfiers. As the authors note, "Among future journalists, the key motivating force appeared to be the feeling that journalism, despite recognized drawbacks, is a personally satisfying form of life work" (p. 415).

Fosdick and Greenberg (1961) conducted a survey of 600 high school journalism students. They asked the students to rank nine occupations in terms of four of the same criteria that Lubell used:

Usefulness to Society, Prestige, Family Life and Financial Rewards. Students ranked the job of a journalist as low in all four of the areas--putting journalists in the lowest third of the professions listed.

The authors note in their discussion: "It would be of more than passing interest to re-claim these subjects at a later date, determine what career they actually followed, and compute a prediction equation, utilizing these several measures of career criteria as independent variables" (p. 382).

When Koziol (1981) asked high school journalists why they chose a career in journalism, their major reasons were: to use and develop their writing, speaking and/or creative abilities and the desire to be a professional journalist.

Systematic Tracking Needed

What is needed is long-range and systematic tracking of the development of journalistic work expectations and attitudes. Ideally, that tracking should begin when a student shows the first glimmerings of an interest in journalism and continue through career development. In order to track individuals from high school journalism classes until they are in professional newsrooms, a solid basic instrument is needed that taps relevant and appropriate questions and that can be used in substantially the same form over a long life cycle.

This study deals with first steps toward developing that basic instrument. The most recent survey--that was available--of journalists and their job expectations was the model. The modified questionnaire was tested with a population of college students just

beginning course work in a journalism-related major. The next step will be to test the questions with a population of high school students.

METHODOLOGY

The basic instrument used in the current study was modeled after a 1988 survey of 1,210 employees of 72 newspapers conducted by the American Society of Newspaper Editors. The survey included questions about why respondents chose journalism as a career, their educational background and early experiences, what they found satisfying and frustrating about their work, their views of journalistic ethics and their sense of the current state and future of the field.

An adapted version of that survey was administered to students enrolled in an introductory mass communication writing course at a large public university. The course is a pre-major requirement for students intending to major in journalism, advertising or public relations. (A few broadcasting students were also enrolled, although that major has its own introductory course.)

In adapting the survey, most references to "newspapers" and "journalism" were changed to "communications" acknowledging the range of majors included in the course. Inappropriate questions--like size and number of newspapers worked for--were deleted. The introduction to the survey stated: "The rest of this survey assumes you are going to be working in the communications industry. Even if you are fairly certain at this point that you will never

have a communications job, assume for the purposes of this survey that you just might."

In pretesting, students were confused by questions from the ASNE questionnaire about specific priorities for changes in newsroom conditions, so those items were not included. Also deleted were a battery of questions about the importance of "a number of things that newspapers do or try to do today" because they did not seem to apply to all communications fields.

The main purposes of giving the modified ASNE questionnaire to the communications students were to validate the instrument for a student population and to collect information about the college's beginning students.

Two approaches were used to determine the validity of the instrument. The first was simply to look at the overall responses to the survey. Could students answer such questions, or were they apt to respond "don't know" to questions about their hypothetical work future? More importantly, how did their answers compare with those of the working professionals?

The second approach employed was another data collection technique--in this case, broad, open-ended "essay" questions tapping the same areas of concern as covered in the questionnaire. Most of the students wrote the open-ended answers a week before receiving the survey; two sections of the course answered them a week after. The open-ended questions were phrased this way:

1. How did you come to be a communications major?
2. In general, what are aspects of working in communications that would make you satisfied with a job?
3. What are aspects that would make you dissatisfied?

4. How committed are you personally to the field? For instance, how determined are you to find a job, how long do you plan to work in the field?
5. What do you think working in the field will be like--salary, hours and working conditions, equipment you'll be using, what your tasks will be, relationships with peers and supervisors, what impact you'll be having?
6. Finally, look back over your answers so far. You have formed some expectations about what life is going to be like for you working in communications. How do you think you formed those expectations?

The open-ended questions were analyzed in two ways. The first was a content analysis approach, simply categorizing the answers and noting the frequency of common themes, comparing that frequency with the survey results, and noting themes that occurred in the essays that were not tapped in the survey. The second was to read a student's answer to a particular question and then attempt to "predict" how that student answered comparable questions in a forced-choice survey format.

Although data collection was done during class time, student participation in the survey was explicitly voluntary. (However, class credit was given for completing the open-ended essay questions.) A total of 265 students completed usable survey forms, to which we were able to match 146 open-ended forms. (Sixteen students completed the essay task, but not the survey. Because of a computer data collection error, the essays of 116 who did the survey could not be used.)

In the survey, 31 percent identified themselves as advertising students; 21 percent journalism; 31 percent public relations; 5 percent broadcasting, and 12 percent "other." The "other" category included nine students whose essay answers

indicated that they intended to major in news-editorial, so their answers were grouped with the journalism category.

Of the 146 matched survey/essay responses, 52 were advertising, 45 journalism, 33 public relations, and 16 other or broadcasting. Only the responses of the 45 journalism students were included in the validation procedures outlined above.

RESULTS

The first broad concern of this study was whether or not students would answer questions about various aspects of jobs that they only anticipate holding. The answer clearly is that they can and will. In fact, the students were generally more likely to answer questions than the ASNE respondents.

Table 1 presents the percentages in response to various forced-choice responses on the survey. Following the ASNE format, the survey included this instruction: "If the answers provided to the questions don't describe your response, please leave the question blank. That will be interpreted as 'other,' 'none,' don't know,' or 'not applicable.' The size of the N for each question is the number answering.

In the ASNE sample, the fewest number of respondents answered the question about what aspects of the job are least satisfying. The non-response among students on that question (Item F) was generally no lower than on most other questions. That was also the case for a question on the basis for promotions. On the three other questions on which there was a comparatively high non-response--most (Item H) and least (Item I) significant problem in the organization and significant influences on decision to work in

the field (Item A)--the non-response rate was about the same for both students and the working professionals.

Comparisons Between Groups

Since the student respondents to this study do not represent a random sample of any broader population, inferential tests of statistical significance based on the differences between the students and the professionals are inappropriate. However, critical values of a difference of proportions test were used to identify those item differences that may be of conceptual significance, even though the results cannot be addressed by their statistical probability levels. Those items are starred in the table.

When asked when they first decided to choose a communications career (Item B), 30 percent of the journalists, 35 percent of all the communications students and 37 percent of the journalism-only students said while in high school. Thirty-nine percent of the journalists, 54 percent of the communications students and 44 percent of the journalism students said that they made their career decision during college or graduate school.

Throughout the survey, response pattern differences are much more marked when the comparison is with the working professionals and all mass communications students, rather than with just the journalism students alone. Among all students, the influence of family and friends in career decisions is more important (indicated by 27 percent) and the influence of working on a school paper less important (indicated by 10 percent) than with the journalists (indicated by 19 percent and 25 percent,

respectively) (Item A). That is also the case when the comparison is initial attractions to the field (Item C). Journalism students are similar to their professional counterparts. Among all students, however, the opportunity to write is of less importance (25 percent) and the excitement and challenge of the field more so (53 percent).

More than half of the working professionals (55 percent) and the journalism students (63 percent) said they worked on junior high or high school publications (Item D1). When considering all communications students, 44 percent had worked on a high school newspaper. Of all students, 46 percent had worked on a high school yearbook; 41 percent of the journalism students had yearbook experience; and 35 percent of the professional journalists had worked on yearbooks (Item D4).

In responding to questions about the most (Item E) and least (Item F) satisfying aspects of work, again the journalism students and professionals showed very similar patterns. Among all students, "creativity and challenge" was chosen less often and concepts like recognition, pay and hours chosen more often.

While the students share similarities in general background and attitudes about work with the professionals, responses indicate the students have not yet been socialized to some critical professional norms. There is broad agreement about protecting confidential sources and general agreement about the inappropriateness of making use of personal items without permission (Item G6) and getting employed in a firm or organization to gain inside information (Item G7). In other areas, student/professional differences are marked.

Students are not sure about paying sources for confidential information; the professionals reject it (Item G1).

The professionals would use confidential documents without authorization; the students would not (Item G2).

Professionals do not approve of claiming to be somebody else other than a journalist; the students do (Item G3).

Most professionals would badger a reluctant source to get a story; students are less willing to do so (Item G5).

Large gaps between students and professionals also emerge when the items concern specific rather than broad aspects of work. Students think lack of time to do a good job will be a much more serious problem than the professionals indicate that it actually is (Item H); the professsionals indicate staff morale is a much more serious problem than the students anticipate (Item H). The students think they will get more feedback on their work than the professionals say actually happens (Item J). And the students are more optimistic about the possibilities and fairness of advancement than the professionals (Item K).

Open-Ended Responses

For this section, all appropriate essays were used, including 38 matched with surveys taken after the writing, nine matched with surveys done before, and five who did not complete the survey, for a total of 50.

The first open-ended question actually relates to two separate items on the survey--significant influences and initial attractions. The rank orders produced by the surveys and the essays are roughly the same. Clearly an interest in writing is the

attraction, followed by the excitement and challenge of journalism. In their essays as well as survey responses, students attached more importance to having an impact than did the professionals. In general, the open-ended questions do provide validation for the survey item about attraction to the field.

Validation of the significant influence was not as strong. Given a forced choice, most professionals and students picked "my own reading" (Item A). Yet that response did not surface explicitly in the open-ended answers. In other respects, the rank order of the survey responses was reflected in the essays. In retrospect, an open-ended validation question should have more closely paralleled the survey phrasing by asking about specific influences.

The open-ended task produced a somewhat different and more varied set of responses than those represented in the survey choices. While more than half of both the professionals and journalism students picked "creativity and challenge" in the survey (Item E), those phrases appeared infrequently in the brief essays. Job aspects like prestige, pay and hours ranked low (Item F), lending support to the theoretical notion that they are related to job dissatisfaction but do not contribute that much to job satisfaction. Several aspects appeared in the essays that were not tapped in the survey -- particularly opportunities to meet interesting people, to travel, and to keep abreast of what's happening in society.

In the survey, the dissatisfaction choices were simply the negatives of those choices offered for satisfaction. The essays tend to validate that general approach. Some variant of "boring

routine" appeared as the most common answer in the essays, and that is probably the inverse of "exciting, interesting and varied assignments." "Low pay" is a relatively close second, again supporting the theoretical premise that it contributes to dissatisfaction but not satisfaction. Two categories surfacing in the student essays dealt with personal ethics--a concern with having to compromise ideals and doing some harm. Those may be areas worth pursuing in further study or they could merely be reflecting student naivete and idealism about the nature of journalistic work.

One of the original research questions of this project dealt with how student expectations are set. One final open-ended question asked about that area explicitly. Here the answers suggest that students identify interpersonal sources as being at least as important as their own reading. They also single out media presentations. Their answers also suggest that the area proposed at the outset as being of critical importance--teachers and classes--is not as influential as originally thought.

Predicting Survey Responses

A final part of this study was admittedly a very impressionistic and quixotic approach to validation. It involved reading a student's essay and "predicting" the answer to a similar survey response. Here the 45 matched responses were used.

Predicting commitment was relatively successful, perhaps because most students indicated they were "very committed" (58 percent of the 64 journalism students completing the survey). Another 34 percent said somewhat, while only 6 percent said not

very and 2 percent not at all. Those responses correctly were predicted 36 of the 45 matched responses and none of the misses were more than one response point off.

Predicting responses to either the significant influence or initial attraction items turned out to be a relatively futile exercise. Because students tended to respond in terms of one or the other, no prediction was possible in more than half the cases.

It also turned out to be easier to predict aspects of satisfaction rather than dissatisfaction. With the former, 26 predictions were correct, 14 were incorrect, and five involved a "no guess." With the latter, only nine were correct; 27 were incorrect; and nine were no guesses.

The incorrect predictions for dissatisfaction generally stemmed from the students picking either pay or hours as a survey response, despite more grandiose issues they discussed in their essays. In terms of construct validity stemming from the theory, that suggests more validity in the survey than in the essay.

The prediction exercise may have identified some potential problems in the current wording of the satisfaction responses. First of all, they are potentially "double-barreled" (Item E). For instance, the first response choice is "dealing with significant matters and having an impact." Some elements of student essays suggested the first part of that answer would be picked; elements in other essays seemed to relate more to the second part. To a lesser extent, "creativity and meeting the daily challenge" is also double-barreled.

A tentative suggestion for further research is that there are two distinct components that should be tapped. One relates to

the topics of journalism and the other relates more to the activities of journalism. The response choices as phrased do not appear to distinguish clearly between the two.

SUMMARY AND CONCLUSIONS

The survey of the beginning communications students indicated that:

--The survey results of professional journalists is much more similiar to the journalism students than to the communications students in general.

--College students are capable of responding to questions--and making some evaluative judgments--about the nature of work in communications.

--The survey was valid in terms of forced-choice selections based on the essay answers students provided to open-ended essay questions.

The current modified ASNE survey should be tested with more journalism students, selected randomly from a larger population, to further validate the survey as an appropriate instrument. The survey also should be conducted with high school journalism students to determine its appropriateness to that age group.

Focus groups could be used to help refine sections of the survey and to provide a clearer interpretation of student responses. For example, working journalists, communications students in general and journalism students all said that "My own reading" was the most significant influence on their decision to work in communications. It would be useful to determine what that

reading consists of--commercial newspapers and magazines, scholarly journals, etc.

A population of high school journalism students should be surveyed and followed from high school, through college and into careers to determine:

--the prediction ability of the survey;

--the factors that lead students to select journalism as a career;

--the factors that actually become satisfiers and dissatisfiers on the job;

--how the college experience helps students modify and define their job expectations.

The results of such a long-range study could help high school journalism teachers, colleges of journalism and communications and commercial newspapers determine more appropriate educational programs and recruitment strategies.

REFERENCES

Barrett, Grace H. (1984). "Job Satisfaction Among Newspaperwomen," Journalism Quarterly, 61(3):593-599

Becker, Lee B., Idowu A. Sobawale and Robin E. Cobbey (1979). "Reporters and Their Professional and Organizational Commitment," Journalism Quarterly, 56:753-763.

Becker, Lee B., Jeffrey W. Fruit and Susan L. Caudill with Sharon L. Dunwoody and Leonard P. Tipton (1987)., The Training and Hiring of Journalists, Norwood, NJ: Ablex Publishing Corporation.

Bergen, Lori A. and David Weaver (1988). "Job Satisfaction of Daily Newspaper Journalists and Organization Size," Newspaper Research Journal, 9(2):1-13.

Bowers, Thomas A. (1974). "Student Attitudes Toward Journalism as a Career," Journalism Quarterly, 51(2):265-270.

Burgoon, Judee K., Michael Burgoon and Charles K. Atkin (1982). The World of the Working Journalist, New York: Newspaper Advertising Bureau.

Chusmir, Leonard H. (1983), "Profile of Motivational Needs of Individuals in the Newspaper Industry," Newspaper Research Journal, 5(1):33-41.

Cranford, Robert J. (1960), "When Are Career Choices for Journalism Made," Journalism Quarterly, 37(3):422-424.

Dvorak, Jack (1988). "College Student Attitudes Toward High School Journalism and Other Language Arts Experiences," Paper to the Association for Education in Journalism and Mass Communication, Portland, Oregon.

Fosdick, James A. and Bradley S. Greenberg (1961), "Journalism as Career Choice: a Small-Sample Study," Journalism Quarterly, 38(3):380-382.

Gaunt, Philip (1988). "The Training of Journalists in France, Britain and the U.S.," Journalism Quarterly, 65(3):582-588.

Herzbberg, Frederick (1966). Work and the Nature of Man, Cleveland: The World Publishing Co.

Johnstone, John W.C., Edward J. Slawski and William W. Bowman (1976). The News People: A Sociological Portrait of American Journalists and Their work, Urbana: University of Illinois Press.

Journalism Education Association Commission on The Role of Journalism in Secondary Education, High School Journalism Confronts Critical Deadline, Blue Springs, Missouri:JEA, 1987.

Kimall, Penn T. and Samuel Lubell (1960). "High School Students' Attitudes Toward Journalism as a Caeer: II," Journalism Quarterly, 37(3):413:422.

Lubell, Samuel (1959). "High School Students' Attitudes Toward Journalism as a Career," Journalism Quarterly, 36(2):199-203

McLelland, David C. (1961). The Achieving Society, New York: The Free Press.

Samuelson, Merrill (1962). "A Standardized Test to Measure Job Satisfaction in the Newsroom," Journalism Quarterly, 39(3):285-291.

Schweitzer, John C. (1988). "What are all these advertising majors and what do they want?" Journalism Quarterly, 65(4):733-739.

Shaver, Harold (1978). "Job Satisfaction and Dissatisfaction Among Journalism Graduates," Journalism Quarterly, 55(1):54-61.

Sohn, Ardyth B. (1984). "Goals and Achievement Orientations of Women Newspaper Managers," Journalism Quarterly, 61(3):600-605.

Sohn, Ardyth B. and Leonard H. Chusmir (1985). "The Motivational Perspectives of Newspaper Managers," Journalism Quarterly, 62(2):293-303.

Stone, Gerald (1987). Examining Newspapers: What Research Reveals about America's NewspapersBeverly Hills, Calif.: Sage Publications, Inc.

Tipton, Leonard, Ralph Lowenstein and Lester Carson (1986). "Recruiting Blacks into Journalism," Paper to the Association for Education in Journalism and Mass Communication, Norman, Oklahoma.

Vroom, V.H. (1964). Work and Motivation, New York: Wiley

Weaver, David and G. Cleveland Wilhoit (1986). The American Journalist, Bloomington: Indiana University Press.

Weigle, Clifford F. (1957) "Influence of High School Journalism on Choice of Career," Journalism Quarterly, 34(1):39-45.

Winter, David G. (1973). The Power Motive, New York: The Free Press.

TABLE 1: Survey Response Frequencies for Professionals, Mass Comm Students and Journalism Students Only

A. What was the most significant influence on your decision to work in communications?

	ASNE N=1108	MComm N=234	JOU N=57
Family member, older friend or someone I admired.	19%	27%	19%
School newspaper or newspaper adviser.	25%	10%	21%
Teacher or course.	12%	14%	16%
Internship or journalism workshop.	5%	6%	5%
My own reading.	39%	42%	39%

B. When did you first decide to choose a communications career?

	ASNE N=1175	MComm N=234	JOU N=64
In elementary or junior high school.	9%	5%	13%
While in high school.	30%	35%	37
During college or graduate school	39%	54%	44%
After trying other work.	22%	5%*	6%

C. What first attracted you to communications? (Choose the most important reason to you)

	ASNE N=1170	MComm N=252	JOU N=62
The opportunity to write.	43%	25%	48%
The opportunity to have an impact on society.	13%	19%	23%
Excitement and challenge of field.	38%	53%	27%
Prestige associated with field.	3%	1%	0
Pay and job security.	3%	3%	2%

D. What about your experiences with communications so far? Did you

		ASNE	MComm	JOU
D1	Work on a ... high school paper?	55%	44%	63%
D2	Take a high school journalism class?	39%	43%	53%
D3	Write or work for a college paper?	66%	12%	23%
D4	Work on a ... yearbook?	35%	46%	41%
D5	Work as a newspaper carrier?	32%	8%	10%

E. Most satisfying aspect of job?

	ASNE N=1170	MComm N=261	JOU N=63
Dealing with significant matters and having an impact.	32%	38%	41%
Creativity and meeting the daily challenge of my job.	58%	25%	53%
Recognition.	3%	10%	6%
Pay, fringe benefits and job security.	4%	16%	0
Hours, convenience, work atmosphere.	4%	11%	0

F. What do you think will be the least satisfying aspect of your job?

	ASNE N=1010	MComm N=261	JOU N=62
Dealing with insignificant matters /have little impact.	27%	21%	21%
Daily pressures of my job and lack of creativity.	15%	14%	11%
Pay, fringe benefits and lack of job security.	25%	21%	34%
Hours, inconvenience, work atmosphere.	22%	31%	26%
Lack of recognition.	11%	15%	8%

G. Journalists have to use various methods to get information. Given an important story, which of the following methods do you think may be justified on occasion and which would you not approve of journalists doing under any circumstances.

G1. Paying people for confidential information.

	ASNE N=1205	MComm N=263	JOU N=63
May be justified	17%	33%	29%
Would not approve	72%	41%	30%
Unsure	11%	26%	41%

G2. Using confidential documents without authorization.

	ASNE N=1196	MComm N=263	JOU N=63
May be justified	69%	17%	22%
Would not approve	22%	65%	57%
Unsure	9%	18%	21%

G3. Claiming to be somebody else other than a journalist.

	ASNE N=1203	MComm N=262	JOU N=62
May be justified	21%	57%	60%
Would not approve	70%	28%	23%
Unsure	9%	15%	18%

G4 Agreeing to protect confidentiality and not doing so.

	ASNE N=1206	MComm N=262	JOU N=62
May be justified	3%	3%	3%
Would not approve	95%	93%	94%
Unsure	2%	3%	3%

G5. Badgering a reluctant news source to get a story.

	ASNE N=1203	MComm N=263	JOU N=63
May be justified	75%	48%	46%
Would not approve	18%	26%	24%
Unsure	7%	26%	30%

G6. Making use of personal letters or photographs without permission.

	ASNE N=1199	MComm N=263	JOU N=63
May be justified	34%	11%	16%
Would not approve	51%	70%	60%
Unsure	15%	18%	24%

G7 Getting employed in a firm or organization to gain inside information.

	ASNE N=1199	MComm N=263	JOU N=63
May be justified	63%	50%	60%
Would not approve	24%	28%	19%
Unsure	13%	22%	21%

H. Here are some problems that sometimes occur in communications jobs. When you go to work, which one do you think will be the most significant problem in your organization or department. (If you feel that none of these will be a problem, leave the answer blank.)

	ASNE N=1037	MComm N=215	JOU N=53
Lack of time to do a good job.	25%	47%	53%
The department lacks a clear mission.	22%	10%	9%
Inaccessibility of top management.	3%	18%	15%
Staff morale.	29%	7%	4%
Company doesn't devote enough resources to do a good job.	20%	18%	19%

I. Which do you think will be the least significant problem in your department?

	ASNE N=1062	MComm N=230	JOU N=57
Lack of time to do a good job.	17%	14%	11%
The department lacks a clear mission.	18%	21%	19%
Inaccessibility of top management.	41%	26%	35%
Staff morale.	6%	25%	23%
Company doesn't devote enough resources to do a good job.	18%	14%	12%

J. How much feedback do you expect to get on the work that you do?

	ASNE N=1196	MComm N=264	JOU N=64
It will be regular.	24%	64%	50%
It will be occasional.	49%	33%	48%
It will be rare.	28%	3%	2%

K. What do you think will be your advancement possibilities?

	ASNE N=1152	MComm N=263	JOU N=64
Excellent.	10%	33%	33%
Good.	29%	57%	55%
Fair.	33%	9%	11%
Poor.	28%	1%	2%

L. Do you feel advancements will be made primarily on the basis of:

	ASNE N=1059	MComm N=252	JOU N=63
Merit.	39%	77%	73%
Convenience.	21%	2%	6%
Politics.	33%	14%	14%
Seniority.	7%	6%	6%

M. What's your view about your advancement possibilities with the communications field in general?

	ASNE N=1164	MComm N=258	JOU N=64
Excellent to good.	44%	57%	58%
Okay.	44%	41%	42%
Poor.	12%	2%	0

N. What do you think will be the single biggest obstacle to your career advancement?

	ASNE N=807	MComm N=251	JOU N=64
Not enough experience.	21%	39%	32%
Lack of education or training.	13%	2%	0
Competition for the position I aspire to.	52%	54%	66%
Gender.	9%	3%	0
Minority status.	5%	2%	2%

O. If you decided to leave the communications field, which of the following do you think you'd be doing

	ASNE N=895	MComm N=251	JOU N=62
Teaching.	18%	10%	11%
Writing.	37%	16%	37%
Some other area or business.	34%	54%	27%
Government.	5%	8%	11%
Concentrating on my family.	6%	12%	13%

P. If you decided to leave the field, which of the following do you think would be the most important factor in why you left?

	ASNE N=1123	MComm N=244	JOU N=62
Working conditions.	17%	14%	13%
Opportunity for advancement.	13%	30%	27%
Financial reasons.	32%	17%	19%
Professional challenge.	25%	17%	19%
Family considerations.	13%	21%	21%

Q. Please tell us which of the following is your highest priority?

	ASNE N=1125	MComm N=259	JOU N=60
An interesting and challenging job.	35%	55%	67%
Increasing my income.	9%	8%	2%
A successful marriage/good family life.	48%	30%	25%
Ample time for leisure pursuits and other outside interests.	7%	6%	5%
Settling down in one community.	1%	1%	2%

TABLE 2: Responses to the Open-Ended Questions

Number in parentheses is the frequency with which that kind of item was mentioned. Multiple responses from a particular student were included, but no more than was response per category was coded.

A. How did you come to be a communications major?

Interest in writing (38)
Working on paper (9)
Interest in current events (7)
Like gathering information (6)
Like to work with people (5)
Didn't like other work (4)
Want to inform others (3)
Interest in photography (3)
Wanted a practical skill (3)
Internship, summer job (2)
Advice from family (1)

B. In general, what are aspects of working in communications that would make you satisfied with a job?

Meet interesting people (17)
Exciting, interesting, varied assignments (16)
Informing others, having an impact (12)
Opportunity to travel (11)
Keeping up with current events (10)
Good salary (9)
Freedom, autonomy (8)
Opportunity to write (6)
Sense of accomplishment, completing a job (5)
Challenge (3)
Opportunities for advancement (3)
Being creative (2)
Working with others who like their jobs (2)
Pride in the paper (1)
Prestige, fame (1)

C. What are aspects that would make you dissatisfied?

Boring routine (16)
Low pay (12)
Compromising ideals (9)
Lack of autonomy (6)
Harming others, having harmful impact (5)
Deadlines and stress (5)
Lack of advancement opportunities (5)
Criticism of my work, bad editors (5)
Picky details and writing style (2)
Personality conflicts (1)
Physical dangers (1)

D. Finally, look back over your answers so far. You have formed some expectations about what life is going to be like for you working in communications. How do you think you formed those expectations?

Talking to others (15)
From media (13)
Reading (11)
Classes and teachers (8)
Working on paper (8)
Friends and family (6)
Knowing myself (3)